Frontiers Unit Layered Curriculum American Studies 1 – History (CP)

Sophomores

We will be studying the expanding frontiers of the United States, starting with Westward Expansion and then the growth of the worldwide influence of the United States in the late 19th and early 20th Centuries using a layered curriculum format.  Be sure to follow the directions for each section.  The last day to turn in points for this unit will be Tuesday, May 29, 2012

***“C Level”*** – In order to earn at least a “C” you must earn 80 points in order to move on to “B Level.”  In order to earn the points for a specific assignment, you must make an oral defense of it.  You will not be allowed to make more than one oral defense per day.  There are 140 points available to you in this “C Level,” so in order to move on to the “B Level,” you must earn 80 points by Monday, May 14, 2012.

1. Flash Cards – Treaty of Paris (1783), Louisiana Purchase, Merriweather Lewis, William Clark, Corps of Discovery, Sacajawea, War Hawks, “Mr. Madison’s War”, Treaty of Ghent, Andrew Jackson, Battle of New Orleans, Erie Canal, Oregon Trail, “Manifest Destiny”, Morrill Land Grant Act, Homestead Act, Pacific Railway Acts, homesteaders, long drive, granges (20 points)
2. Flash Cards – imperialism, Trail of Tears, reservations, Battle of Little Big Horn, General George A. Custer, Wounded Knee, “Seward’s Folly”, jingoism, “yellow journalism”, U.S.S. Maine, Open Door Policy, Panama Canal, banana republics, Roosevelt Corollary, dollar diplomacy (15 points)
3. Become the leader of the Corps of Discovery and help Lewis and Clark reach the Pacific Ocean.  Go to <http://www.pbs.org/lewisandclark/into/index.html> and follow the instructions along the way. It is a “choose your own story” simulation where you will be presented with information and have to choose the best course of action for the corps to follow.  Choose correctly and the corps move on.  Choose incorrectly and the corps could be subject to slow down, battles, and even death.  This simulation will not save, so you will need to finish in one sitting.  You may play as many times as you like.  Print out the final page and bring it to your teacher for checking.  (15 Points)
4. Become a miner during the gold rush era and participate in the simulation found here <http://www.pbs.org/wgbh/amex/goldrush/sfeature/game.html>. Print out the last page of the simulation for your points. (15 points)
5. Using timetoast.com, create a timeline of 15 major events from the War of 1812. Once you have done that, follow this link http://bit.ly/GYiGtQ and paste the link to your timeline here. (20 points)
6. Analyze the painting at this site http://picturinghistory.gc.cuny.edu/item.php?item\_id=180, using an art analysis form available from Mr. Boyle. (10 points)
7. Using timetoast.com, create a timeline of 15 major events involving the removal of Amerindians from their lands from the early days of the United States through the Battle at Wounded Knee. Once you have done that, follow this link <http://bit.ly/GWN2Hh> and paste the link to your timeline here. (20 points)
8. Read the article “Manifest Destiny: White Man’s Dream, Red Man’s Nightmare” and answer the questions on the worksheet available on the class wiki. (10 points)
9. Because we will be jumping through time periods, book questions will be in specific chapters and sections. Please make sure to pay attention to that. These sections deal with Westward Expansion. (5 points per section)

Chapter 6, Section 5 Chapter 7, Section 2 Chapter 14, Section 1

Chapter 14, Section 3 Chapter 14 Section 4

1. Because we will be jumping through time periods, book questions will be in specific chapters and sections. Please make sure to pay attention to that. These sections deal with the growth of the worldwide influence of the United States in the late 19th and early 20th Centuries. (5 points per section)

Chapter 17, Section 1 Chapter 14, Section 2 Chapter 17, Section 2

Chapter 17 Section 3

***“B Level”*** – In order to earn at least a “B” and move on to the “A Level” you must complete and be quizzed on two of the following assignments by Tuesday, May 22, 2012. You may only do one from #1-6 and one from #7-9.

1. Write a song about Westward Expansion. It must include the main ideas of Westward Expansion and have at least 5 verses. Song must be typed and inserted in a hand-made music booklet cover with a title of song and pictures illustrating main ideas on cover.
2. Create a personal journal of Lewis & Clark. It must have a map of route, journal of possible hardships, vegetation and wildlife found in areas explored, equipment used, and transportation methods. Journal needs to be pocket size and in the format of a flip book. Please provide some sketches of possible wildlife and vegetation observed.
3. Create a cause and effect poster with Westward Expansion and the effect on Amerindians. The project must be displayed on poster board and include examples of westward expansion by whites and descriptions of five (5) effects on Native Americans. Poster must include at least seven pictures, 2 illustrating westward expansion and one picture for each effect (totaling five) on the Native Americans. Poster will be graded on content, organization, and aesthetics.
4. Create an artwork of whites moving west. The artist must create their rendition of “Westward Expansion.” The artwork could be a drawing, painting, or sculpture. A one-page typed (double-spaced) interpretation must be included with artwork. Grading based on relevance of artwork, and explanation of artwork.
5. Create a compare/contrast PowerPoint slide show of the modes of transportation in time period (roads, water, and rails.) PowerPoint slides must include descriptions of each mode of transportation with advantages and disadvantages of each. Slides must also include maps, statistics, graphs, or charts detailing location and major routes. Slides must have pictures on each slide.
6. Create a minimal six-paneled comic book/graphic novel entry in which you describe the journey of a family to the West, including why they are moving west and the struggles that they faced along the way.
7. Write a poem similar to Rudyard Kipling’s “The White Man’s Burden” in which you describe why the United States tried to expand their influence around the world, where they went, and what happened to the people who were living in those areas.
8. Create a GoogleEarth map in which you show where five (5) battles of Spanish-American War took place, along with a description of each battle.
9. Draw schematics of both the Erie and Panama canals as they were originally built. This should be a “cross-section” view and include a description of how they overcame the difficulties involved in building them.

***“A Level”*** – In order to earn an “A” you must complete and have a discussion about one of the following two assignments. “A Level” assignments are due on Tuesday, May 29, 2012

1. Where else in the world are a people’s culture becoming extinct? Find an example and compare what is happening to that culture to what happened to the Plains Indians. Where else in the world are a people’s culture becoming extinct? Find an example and compare what is happening to that culture to what happened to the Plains Indians. Where else in the world are a people’s culture becoming extinct? Find an example and compare what is happening to that culture to what happened to the Plains Indians. Where else in the world are a people’s culture becoming extinct? Find an example and compare what is happening to that culture to what happened to the Plains Indians.Where else in the world are a people’s cultures becoming extinct? Find an example and compare what is happening to that culture to what happened to the Plains Indians.
2. Over OOver Read the poem “The White Man’s Burden” by Rudyard Kipling, which was written in 1899 and described the United States’ move in to the Philippines. Examine the United States recent involvement in Iraq and continued involvement in Afghanistan as evidence that the United States is still involved in this kind of activity.